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ABSTRACT

The manual for the major work-honors-advanced placement program for gifted secondary students in the cleveland public schools is presented. The program is said to provide challenge through a multi-dimensional teaching approach involving special curricula, enrichment, and course acceleration. Included are criteria and forms for student selection, which typically requires IQ above 115, above average record, emotional stability, and recommendations or approval from principal, teacher, school psychologist, and parents. The normal sequence of courses for subject area honors programs in high school is given for English, foreign language, social studies, mathematics, and science. Explained are selection and functions of the honors counselor and teachers in junior and senior high school. Among teacher responsibilities focused upon are keeping abreast of new developments in teaching strategy, assisting individuals or study groups with special research projects, and drawing on community resources for enrichment. Components of inservice training are examined in terms of focus on goals, construction of classroom tests, examination of instruments that analyze teacher classroom behavior, use of consultant services, and use of instructional media. Additionally, directions for scheduling, marking materials acquisition, and evaluation of students are explained. (MC)

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Manual for Junior and Senior High School

MAJOR WORK - HONORS - ADVANCED PLACEMENT PROGRAM

CLEVELAND PUBLIC SCHOOLS · CLEVELAND, OHIO

EC052626

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Manual

JUNIOR AND SENIOR HIGH SCHOOL

Major Work-Honors-Advanced Placement Program

Cleveland Public Schools
Cleveland, Ohio
1970

Cleveland Public Schools

DIVISION OF MAJOR WORK-HONORS CLASSES

JUNIOR AND SENIOR HIGH SCHOOL MANUAL

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CLEVELAND, OHIO

1970

FOREWORD

The Public Schools of Cleveland are committed to an educational program that recognizes and provides for the unique value, needs, and talents of the individual student.

Consistent with this policy, the Major Work-Honors-Advanced Placement Program provides optimal opportunities for gifted and talented pupils. This program is designed to help students:

- develop their maximum potential
- develop a desire for excellence
- develop a sense of individual responsibility to school, community and a changing society.

The decade of the seventies promises many exciting changes in education -- changes that will provide both challenge and motivation in meeting the educational needs of gifted and talented students.

This manual prepared by the Committee for Honors Programs will be helpful in meeting some of these challenges. It provides guide lines for administrative procedures. Other important aspects of the program are also included for useful reference.

PAUL W. BRIGGS

SUPERINTENDENT OF SCHOOLS

Cleveland Public Schools

MANUAL FOR JUNIOR AND SENIOR HIGH SCHOOL

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*1967-1968
**1968-1969

Cleveland Public Schools

Manual

Junior and Senior High School

Major Work-Honors-Advanced Placement Program

In December, 1967, the Committee for Manual for Honors Program was convened to review the secondary Major Work-Honors-Advanced Placement program, and make recommendations for strengthening the program.

The recommendations which follow are the result of a two year's study.

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PHILOSOPHY

The Public Schools of Cleveland are committed to an educational program that recognizes the unique value, needs, and talents of the individual student. The Major Work-Honors Program for academically gifted stucents is an integral part of this commitment.

This program is designed to challenge the Major Work-Honors student through a multi-dimensional teaching approach involving special curricula, enrichment, and the acceleration of course content.

The ultimate goal of the program is to develop within the student a desire for excellence and a sense of individual responsibility to the school community and to a changing society.

ORGANIZATION

I. ELEMENTARY SCHOOLS

A. Major Work Centers

Major Work Centers for children in grades 2-6 have been established in each of the three districts (East, South, West).

B. Enrichment Centers

Enrichment Centers for children in grades 3-6 have been established in each of the three districts.

II. JUNIOR HIGH SCHOOLS

A. Major Work-Honors Centers

Alexander Hamilton, Charles A. Mooney, Margaret Spellacy, Newton D. Baker, and Wilbur Wright have been designated as junior high Major Work-Honors Centers.

B. A child from an elementary school Enrichment Center attends his district junior or senior high school unless he meets the criteria established for entry into Accelerated Mathematics, Major Work or Honors classes.

III. SENIOR HIGH SCHOOLS

Collinwood, James Ford Rhodes, John Adams, John F. Kennedy, and John Marshall have been designated as senior high Honors-Advanced Placement Centers.

ESTABLISHMENT OF HONORS CLASSES IN NON-HONORS CENTERS

Non-Honors Centers desiring to establish Honors Classes in a specific subject area should use the following procedure:

- Identify students who are eligible for placement in a specific subject area Honors class.

  Note: These students must meet the criteria listed on pages 11 and 12 of this Manual.

- Submit a tentative list of the names of these pupils to the Division of Major Work Classes by the last Friday in April. A separate list should be made for each subject area.

- The decision to establish a specific subject area Honors class in a Non-Honors Center will be made by the Director of Secondary Schools and the Director of Major Work Classes.

IDENTIFICATION CRITERIA

I. MAJOR WORK CANDIDATES (for placement in Grades 2-8)

1. An IQ score of 125*
2. Above average school record
3. Evidence of substantial advancement in Reading and Mathematics
4. Emotional stability
5. Principal's and teachers' recommendation
6. Parental approval
7. Approval of Psychological Division
8. Approval of Major Work Supervisor

II. ENRICHMENT CANDIDATES (for placement in Grades 3-6)

1. An IQ score of 115 or a group test score (PLR) of 115
2. Average or above school record, or unusual ability in Reading or Mathematics based on standardized tests
3. Emotional stability
4. Principal's and teacher's recommendation
5. Parental approval
6. Approval of Major Work Supervisor

*In exceptional cases, children may be placed in Major Work classes at the 6th, 7th and 8th grade level using as criteria a PLR score of at least 125 and all the other criteria as listed except the "Approval of Psychological Division."

Major Work _____

Enrichment _____

CLEVELAND PUBLIC SCHOOLS

DIVISION OF MAJOR WORK AND ENRICHMENT CLASSES

RECOMMENDATION AND PLACEMENT FORM

Contributing School _____

Name _____

Address _____ Telephone _____

Father's Name _____ Mother's Name _____

Birthday _____ Age _____ Present Grade _____

[IQ ____ Date _____] [PLR ____ Stanine ____ Date _____] [PLR ____ Stanine ____ Date_____]

Former School _____ Date _____ Grade _____

ACHIEVEMENT TESTS

Metropolitan Readiness: Date _____ Total Score _____ Letter Rating _____

Comprehensive Test of Basic Skills Gr 3	Vocabulary	Stanine ____	Grade Equiv.	_____
	Comprehension	Stanine ____	Grade Equiv.	_____
	Computation	Stanine ____	Grade Equiv.	_____
	Concepts	Stanine ____	Grade Equiv.	_____
	Applications	Stanine ____	Grade Equiv.	_____
Comprehensive Test of Basic Skills Gr 5	Vocabulary	Stanine ____	Grade Equiv.	_____
	Comprehension	Stanine ____	Grade Equiv.	_____
	Computation	Stanine ____	Grade Equiv.	_____
	Concepts	Stanine ____	Grade Equiv.	_____
	Applications	Stanine ____	Grade Equiv.	_____

Others _____

PRINCIPAL'S RECOMMENDATION No. _____

ATTITUDE OF PARENT

Conference _____ Telephone _____ Letter _____ Date_____

Principal _____

Date _____

(To be completed by Contributing School)

PSYCHOLOGIST'S RECOMMENDATION
(May be copied from Psychological Card)

Date _____ Psychologist's Name _____

FOR MAJOR WORK SUPERVISOR ONLY

Placement at _____ Center in Grade _____ Effective _____

Placement not advisable at this time because _____

_____ Date _____

Signature _____

PARENT CONFERENCE AT TIME OF PLACEMENT

Center School _____

Date of Conference _____ Parent Accepts _____ Parent Rejects ____

(To be completed by Center School)

Withdrawal Date _____

Reason for _____

IDENTIFICATION CRITERIA (Continued)

III. HONORS CANDIDATES

Identification Criteria for Subject Area Honors Programs are found on the next two pages.

While normally the entering level listed in the criteria is to be adhered to, the Honors counselor and the principal may exercise discretion in placing students of a higher grade level than the one indicated so long as the student qualifies for the specific subject area Honors program. Please note that the number of these students should not exceed 25% of the total enrollment in a particular Honors class.

A student who has earned a C or better in a specific subject area Honors class is entitled to continue in the Honors program in that particular subject area.

Note: When recommending students for tenth grade Honors classes, this requirement should be carefully observed.

IDENTIFICATION CRITERIA FOR SUBJECT AREA HONORS PROGRAMS

	ENTERING LEVEL	PROBABLE LEARNING RATE	STANDARDIZED TEST PERFORMANCE	ACADEMIC ACHIEVEMENT	OTHER
ENGLISH	9 or 10	P.L.R. of 120 as determined on the Kuhlmann-Anderson Intelligence Test (Pupils scoring 115 or more should be considered due to standard error of measurement).	A score which has a stanine rank of 8 or 9 on the Comprehension section of the Comprehensive Test of Basic Skills Grade 8 or any other comparable standardized reading test administered in the 8th grade.	A or B average in 7th and 8th grade English (An average of C is acceptable only for Major Work students).	Recommendation of Junior high English teachers Student willingness to undertake a strenuous senior high English course
FOREIGN LANGUAGES	10	Same	----------	A or B average in 7th and 8th grade junior high foreign language (An average of C is acceptable only for Major Work students).	Recommendation of junior high foreign language teachers
SOCIAL STUDIES	10	Same	----------	A or B average scholastic achievement in social studies courses (An average of C is acceptable only for Major Work students).	Recommendations of teachers and counselors

IDENTIFICATION CRITERIA FOR SUBJECT AREA HONORS PROGRAMS

	ENTERING LEVEL	PROBABLE LEARNING RATE	STANDARDIZED TEST PERFORMANCE	ACADEMIC ACHIEVEMENT	OTHER
MATHEMATICS	7	Same	A score which has a stanine rank of 7, 8, or 9 on each of the 3 sections (Computation, Concepts, Applications) of the Comprehensive Test of Basic Skills Grade 6 or any other comparable standardized mathematics test administered in the 6th grade A score which has a stanine rank of 7, 8, or 9 on the Comprehension section of the Comprehensive Test of Basic Skills Grade 6 or any other comparable standardized reading test administered in the 6th grade	At least a B average in elementary school mathematics	Recommendation of the elementary school principal and teacher Note: Pupils classified as Major Work are automatically placed in the program
SCIENCE	9	Same	A score which has a stanine rank of 8 or 9 on the Comprehension section of the Comprehensive Test of Basic Skills Grade 8 or any other comparable standardized reading test administered in the 8th grade	At least a B average in 7th and 8th grade regular science (an average of C is acceptable only for Major Work science students)	Recommendation of Science Department Chairman

DIVISION OF MAJOR WORK CLASSES
CLEVELAND PUBLIC SCHOOLS
RECOMMENDATION FOR SENIOR HIGH HONORS PLACEMENT
(Effective in 1971)

Student's Name (Last name, first)	Kuhlmann-Anderson Test G P.L.R.	Date Tested
Address	I.Q.	Date Tested
Date of Birth / Sex	Grade Equivalent - Stanine Comprehensive Test of Basic Skills Grade 8 (Comprehension)	Date Tested

The student whose name appears above meets the identification criteria as outlined on pages 11 and 12 of the Manual for Junior and Senior High Major Work-Honors-Advanced Placement Program, 1970, and is recommended for placement in the following 10th grade Honors Program(s) in Sept. ____

Recommended Placement
Place an "X" in the appropriate box(es)

Circle average academic achievement in grades 7 to 9 for each subject area

Do not write in this space

☐ English — A B C D F

☐ Foreign Language — A B C D F

Indicate Language: _____

Number of semesters completed _____

☐ Mathematics — A B C D F

☐ Science — A B C D F

☐ Social Studies — A B C D F

Please indicate the district senior high school the student would ordinarily attend.

_____ _____
Principal

_____
Junior High School

Please return completed form no later than _____, to:

Division of Major Work Classes
Room 632
Headquarters

IV. NOTIFICATION OF TEACHERS, PARENTS, AND STUDENTS

Early in the 7th grade, Major Work pupils, their parents and teachers should be advised of the importance of achievement in seventh and eighth grade Major Work classes. Achievers only will qualify for ninth grade Honors classes.

An orientation program must be conducted in the eighth grade for pupils and parents of pupils who qualify for one or more ninth grade Honors classes. Parental approval should be secured for placement of a pupil in an Honors class. Parents should be apprised of the fact that a student must maintain at least a C mark at the final marking period in order to remain in a specific subject area Honors program.

PLACEMENT OF UNDER-ACHIEVERS

I. PLACEMENT OF UNDER-ACHIEVING 7TH AND 8TH GRADE MAJOR WORK PUPILS

A 7th or 8th grade Major Work pupil is to be scheduled for Major Work classes in all academic subjects.

Exceptions to the rule:

- Conflicts in schedule due to requests for orchestra, etc.
- Under-achievement in Accelerated Mathematics (see Item II which follows)
- Retention in a particular class is detrimental to the pupil

NOTE: In cases where removal from a Major Work class is recommended, approval of the Division of Major Work Classes is mandatory.

II. PLACEMENT OF UNDER-ACHIEVING ACCELERATED MATHEMATICS PUPILS

A pupil must maintain at least a C mark at the final marking period in order to remain in the Accelerated Mathematics program.

A pupil who is withdrawn from the program at the end of the 7th grade will be placed in the regular mathematics program in his district junior high school.

A pupil who is withdrawn from the program at the end of the 8th grade should be placed in regular 9th grade algebra. The pupil may remain at the Accelerated Mathematics center or return to his district junior high school.

III. PLACEMENT OF MAJOR WORK PUPILS NOT QUALIFYING FOR HONORS CLASSES

A Major Work pupil who is an under-achiever in one or more Major Work classes at the end of the eighth grade will be placed in ninth grade regular classes in the subject areas where he is not an achiever.

A Major Work pupil who is an under-achiever in all Major Work classes at the end of the eighth grade will be placed in ninth grade regular classes. The pupil may remain at the Major Work center or return to his district junior high school.

IV. PLACEMENT OF UNDER-ACHIEVING HONORS STUDENTS

A student must maintain at least a C mark at the final marking period in order to continue in a specific subject area Honors program. An Honors student who is an under-achiever will be placed in regular classes.

An Honors student who is an under-achiever in all Honors classes:

A. Upon entering the tenth or eleventh grade will be transferred (using regular transfer procedure) to regular classes in his district high school.

B. Upon entering the ninth or twelfth grade, may remain at the Honors Center in regular classes. This arrangement is at the discretion of the principal.

TRANSFER PROCEDURE

I. The transfer of students from the junior high Honors program to the senior high Honors program should be accomplished by regular transfer procedure initiated by the junior high school. The junior high school will be responsible for alerting parents to the advantages of the transfer and securing parental consent. (Approval of the Division of Major Work Classes will be indicated on the Recommendation for Senior High Honors Placement form).

II. A student attending a non-Honors Center junior high school who meets the requirements for entrance into a specific subject area Honors program at the ninth grade level, may be transferred to a junior high Honors center by following special transfer procedure. (Approval of the Division of Major Work Classes is mandatory).

III. A student who has achieved success in one or more ninth grade Honors subjects will be eligible to transfer in the tenth grade to a *senior high Honors center when the district high school does not offer such programs. (Approval of the Division of Major Work Classes is mandatory).

IV. A senior high school student who has not been previously classified as an Honors student but who meets the requirements for entrance into at least one subject area Honors program may be transferred to a *senior high Honors center when the district high school does not offer such programs. Such transfers should be made only with the recommendation of the teachers, counselors, and principals. (Approval of the Division of Major Work Classes is mandatory).

*The senior high Honors center should be the one most conveniently located for the student.

NORMAL SEQUENCE OF COURSES FOR SUBJECT AREA HONORS PROGRAMS

I. English Honors Program

9th Grade English Honors
10th Grade English Honors
11th Grade English Honors
Advanced Placement English

II. Foreign Language Honors Programs

10th Grade French Honors
11th Grade French Honors
Advanced Placement French

10th Grade German Honors
11th Grade German Honors
Advanced Placement German

III. Social Studies Honors Program

World History Honors
American History and Government Honors
Advanced Placement European History

or

Advanced Placement American History

IV. Mathematics Honors Program

7th Grade Accelerated Mathematics
8th Grade First Year Algebra
9th Grade Geometry
10th Grade Intermediate Algebra and Trigonometry
11th Grade Advanced Mathematics
12th Grade Calculus and Analytic Geometry

V. Science Honors Program

9th Grade Honors BSCS Biology
10th Grade Honors Chemistry
Honors Natural Science I (PSSC Physics)
Honors Natural Science II

MAJOR WORK-HONORS COUNSELOR

I. TITLE

A. The term coordinator shall be replaced by the term Major Work-Honors Counselor for junior high school and Honors Counselor for senior high school.

II. SELECTION

A. In Major Work or Honors Centers, a certificated guidance counselor shall be designated by the principal with the concurrence of the Division of Major Work Classes and the Division of Guidance.

B. The assignment of counselor time for the Major Work-Honors program shall be on the same basis as the assignment of other counselors.

C. In the senior high centers the college counselor will probably be designated the Honors Counselor.

III. DUTIES

A. The Major Work-Honors, Honors Counselor shall be responsible for all aspects of the school's guidance program with respect to Major Work and Honors students. (Job placement should be a cooperative function of the Placement Counselor and the Honors Counselor.)

B. Special emphasis shall be placed on the following responsibilities:

1. Working with principal, teachers, and other counselors to improve articulation between elementary, junior and senior high Major Work and Honors programs. Visits to contributing schools should be an important part of this program.

2. Planning a special orientation program early in the 7th grade and 10th grade for Major Work, Honors students and their parents.

3. Conducting an orientation program in the 8th grade for students and parents of students who qualify for one or more 9th grade Honors classes.

4. Acting as a liaison person between department chairmen, principals, subject matter supervisors, and the Division of Major Work, Honors classes.

5. Promoting understanding of the Major Work, Honors programs through P.T.A. meetings, faculty meetings, and other school and community functions.

6. Providing special information on competitive scholarship activities.

7. Ordering Advanced Placement tests.

TEACHERS

I. SELECTION OF TEACHERS FOR HONORS-MAJOR WORK CLASSES

The unique nature and needs of gifted students call for the recognition of educational personnel who possess those personal qualities and professional competencies which will guarantee that gifted students receive the optimum educational experience.

The principal should select the teachers for this program from those recommended by the supervisors and department heads concerned. A teacher selected for these classes will:

A. Have demonstrated superior scholarship in the subject area in which he will be teaching.

B. Be professionally enthusiastic.

C. Have demonstrated exceptional skill in teaching or student teaching.

D. Possess willingness, imagination, and judgment in trying innovative methods of teaching and adaptability in evaluating new materials of instruction.

E. Have interest in gifted students and be sensitive to their unique needs.

F. Pursue a continuous program of intellectual and professional growth.

II. RESPONSIBILITIES OF THE TEACHER FOR HONORS-MAJOR WORK CLASSES

A teacher entering the Honors teaching program will be expected to:

A. Keep abreast of new development in teaching strategies, curriculum materials, and evaluation procedures.

B. Assemble and organize challenging group and individual instructional materials.

C. Meet with supervisors, coordinators, and other teachers in this work to consider ways for evaluating and improving the program.

D. Confer with other staff personnel on problems of students enrolled in Major Work-Honors classes.

E. Spend conference time with students outside the class period.

F. Assist individuals and student groups in planning and carrying on special inquiries or appropriate research projects.

G. Draw on community resources for aid in enriching the program.

H. Evaluate appropriate amount of written work, including essay tests, prepared by students.

I. Organize and plan teaching strategies and activities to emphasize student centered learning.

III. TEACHER RECRUITMENT

To aid in providing teachers for this program there should be:

A. Active recruitment for potential Major Work and Honors teachers from colleges and universities.

B. Encouragement for colleges and universities to work with the Cleveland Public School System, in training teachers for the gifted.

C. Some flexibility in assigning student teachers in schools having Major Work or Honors classes.

D. Appropriate assignment of teachers who have demonstrated ability to teach Honors classes.

IN-SERVICE TRAINING

In-service training courses should:

I. Focus the attention of teachers on the goals (behavior outcomes) of instruction

References:

Bloom, Benjamin S. (ed.). Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956.

Guilford, J. P. et al. Productive Thinking in Education (ed.). Mary Jane Aschner and Charles E. Bish, Washington, D. C.: National Education Association, 1965.

II. Aid teachers in constructing classroom tests which evaluate the higher levels of thinking i.e. comprehension, evaluation, analysis, synthesis, application

III. Present an opportunity for examining instruments which are used to analyze teacher behavior in the classroom

References:

Bellack, Arno A. et al. The Language of the Classroom. New York: Teachers College Press, 1966.

Gage, N. L. (ed.). Handbook of Research on Teaching. Chicago: Rand McNally & Company, 1963. Chapter 6, pp. 247-328 "Measuring Classroom Behavior by Systematic Observation" by Donald M. Medley and Harold E. Mitzel.

Usdan, Michael D. and Bertolaet, Frederick (ed.). Teachers for the Disadvantaged. Chicago: Follett Publishing Company, 1966. pp. 225-229.

IV. Use the services of consultants

Suggested consultants:

Dwight Allen - Micro-teaching

Arno Bellack - Language of Classroom System

Ned Flanders - Interaction Analysis

Donald Medley - Observation Schedule and Record (OScAR)

B. Othaniel Smith - Logic of Teaching System

V. Use video-tapes, micro-teaching, visitations within schools and between schools.

SCHEDULING
(Pupil-Teacher Ratio)

I. The Honors-Major Work Division will designate numbers of pupils in various disciplines in each school by April 1st. This will be done so that the information can be incorporated in the organization sheets.

II. Honors classes should be recognized for organizational purposes in English, mathematics, social studies, science and foreign language.

III. Teachers of 10th and 11th grade English Honors classes should be assigned one period of programmed conference time for every two classes.

Teachers of Advanced Placement classes should be assigned one period of programmed conference time for each Advanced Placement class. Teachers are to understand job description and responsibility for this conference period.

A. The conference period is to be considered as part of the regularly assigned teacher load. (six periods)

B. Teachers will schedule students to conference periods by name and take care of the necessary mechanics for release from study hall.

C. After the second week of school, the Honors teacher will submit a conference schedule of students to the department chairman, principal, subject supervisor and the Division of Major Work Classes.

D. Some conference period time may be used to have consultants meet with the teachers or have teachers view educational television programs. Thus some in-service training may be provided for the teachers during this conference time.

IV. All senior high school academic classes should be organized on a basis of ability grouping.

V. The academic program should in general be given priority over other activities in making Major Work, Honors and Advanced Placement students' schedules. However, scheduling should provide, whenever possible, the fullest opportunities for:

1. Participation and leadership in school activities.

2. Service to the school community.

3. Appreciation of students of all abilities.

VI. The schedule should include the following:

1. Organization of heterogeneous groups in homeroom and in health, personal regimen, and physical education classes insofar as possible.

2. Scheduling of electives (band, chorus, dramatics, glee club, journalism, orchestra, radio, etc.) to avoid conflict, wherever possible, with Major Work, Honors or Advanced Placement classes.

VII. It is recommended that the selection of subjects for students in the Honors program be made on an individual basis and that students be encouraged to carry as many Honors courses as the Major Work-Honors counselor feels is consonant with their ability.

VIII. It is suggested that not more than two Advanced Placement courses be carried by a student in any one year.

IX. If, because of class size, it becomes necessary to add students to a specific subject area Honors class, the number of additional students should not exceed 25% of the total enrollment in that Honors class.

DISTRIBUTION, DESIGNATION, AND WEIGHTING OF MARKS

I. MAJOR WORK, ACCELERATED MATHEMATICS AND HONORS CLASSES

A system of marking should be adopted that will not penalize Major Work or Honors students by holding their marks to a normal distribution curve while at the same time giving them work of advanced difficulty. There should be more A's than B's with few marks below B. A grade of F should rarely be issued in a Major Work, Accelerated Mathematics, or Honors class.

When it becomes apparent that a pupil is not doing satisfactory work, a conference will be held at which time it will be determined whether or not the pupil will be continued in the class or reassigned to a regular class.

In the Accelerated Mathematics program, the mark for First Year Algebra should be placed in the eighth grade column. If a pupil is withdrawn from the program at the end of the eighth grade and scheduled for First Year Algebra in the ninth grade, the eighth grade mark should be recorded as eighth grade mathematics.

Marks for Major Work and Honors courses should reflect an evaluation of the desired intellectual outcomes as developed by the supervisors and teachers. Interpretation of these evaluative criteria is to be a part of the in-service training for teachers of Major Work and Honors classes. (Further discussion of the marking system may be found in this Manual under "Evaluation.")

II. HONORS CLASSES

A. A capital "H" should be placed after the final mark in an exponential position (A^H, B^H, C^H) on the permanent record card of a student who receives credit in the Honors program.

B. The weighting procedure outlined below is to be followed uniformly for all Honors courses in grades 10-12.

A differential of one point (1.0) is to be added to the point value of each A, B, and C earned in academic subjects which are a part of the Honors program. This means that A = 5, B = 4, C = 3, D = 1, in the Honors program.

A student's point average should be computed using only the highest marks earned in subjects meeting the minimum-full-time point load requirement.

C. In the junior high school, the one point (1.0) differential will apply only in determining averages for 9th grade Honors students for National Honor Society, honor roll, and merit roll.

CURRICULUM COORDINATING COMMITTEE

The Curriculum Coordinating Committee for junior and senior high schools consisting of the supervisors of English, foreign languages, guidance, mathematics, science, social studies, Division of Major Work Classes, Director of Secondary Schools, teacher or teachers, and Assistant Superintendent in Charge of Curriculum as chairman has responsibility for development of methods and procurement of materials suitable for Major Work-Honors and Advanced Placement students.

SPECIAL NEEDS OF THE HONORS AND ADVANCED PLACEMENT PROGRAMS

The courses for Honors and Advanced Placement students often will require special equipment, supplies, materials, teaching plans, and time allotment. To meet these needs:

I. Provision will be made in the budget for the purchase of special materials and equipment for these classes.

II. Lists of special textbooks, supplementary books, and other materials should be kept up-to-date under the leadership of the subject supervisors and department chairman.

III. Teaching plans and techniques should be developed and periodically evaluated cooperatively by Division of Major Work Classes, subject supervisors, department chairmen, Honors counselors and principals.

EVALUATION

I. EVALUATION

It is desirable that the progress of each pupil in the Major Work-Honors-Advanced Placement program be meaningfully assessed. While the mark a pupil receives may not be as important as what he learns, no alternative to measurement of achievement is likely to be devised by educators at this point in time.

Evaluation of pupil progress has proved to be a perennial problem. The greatest difficulties appear to have resulted from two problems involving the assignment of marks:

1. diversity of definition about what the mark means;
2. lack of objectivity as the basis for a mark.

As noted in Ebel's Measuring Educational Achievement[1], studies on the validity of marking systems (Carter, Hadley, Travers, Gronlund) have demonstrated that teachers often base marks on factors other than achievement of the goals of instruction. This tendency has led to distortion of the intended meaning of the marking system.

The following questions appear critical to the Major Work-Honors-Advanced Placement teaching staff:

1. What should a mark represent:

   absolute achievement (criterion-referenced performance?)

   or relative standing of a pupil in a class group?

2. Should the pupil's attitude, effort or character influence the mark he receives?

3. Should such systems as marking on the curve apply to Major Work, etc., classes, which are atypical classes?

4. How can the reliability of the marking system at a school be upgraded?

5. How can knowledge of the teaching staff be enhanced and their consensus obtained about the marking procedures to be used?

II. GENERAL RECOMMENDATIONS

Good educational procedure at this point in time appears to indicate that a marking system, if it is to be effective, should indicate as

[1]Robert L. Ebel, Measuring Educational Achievement, Englewood Cliffs: Prentice-Hall, Inc., 1965

accurately as possible the extent to which the pupil has achieved the objectives of instruction in the particular course in question. The mark should not be based on pupil attitude when attitude development is clearly not a major objective for the course. If and when attitude development is a major goal, then it should be considered. Generally, this is not the case.

Individual differences in potential for learning must be recognized. When an individual is working in a Major Work or Honors Program, the mark ought to be a status of the individual in the group in which he is competing. Major Work and Honors Classes are not typical classes. Wide variations in skills and abilities certainly still exist in these classes whatever the basis for grouping for instruction. Grading on the curve, however, does not make sense in the case of these exceptional groups. The high level of ability makes for a different curve of marks in these classes.

Usually, teachers will find it desirable to determine a course mark on the basis of a combination of these typical components:

1. Homework
2. daily recitations
3. reports and term papers
4. class quizzes
5. unit and final tests

By providing a weighting to these components, the teacher can upgrade the reliability of his assessment. In planning with the class, the teacher can determine that the final mark for the course will be determined from weighting the components above, for example, by 2, 1.5, 1.5, 2, and 3. The use of several different kinds of components is better than reliance on only one or two, such as homework or tests. Whatever components are selected, each should be relevant to the goals of the course. Within each component, there should be enough independent scores so that a wide enough range within each component is obtained.

It is good practice to record numerical measures or points directly in the class record rather than to convert them to letter marks, then record them, and then reconvert them to numbers for the purposes of finding the final total.

Another way of upgrading reliability and validity of marks assigned, is to clearly specify in behavioral terms just what it is that the pupil will do as a result of the particular course of instruction. When a teacher definitely establishes such behavioral outcomes for each unit of the course, all activities--recitations, homework, quizzes, reports, term papers, and final examinations, etc., can directly sample the behavior the pupil is to exhibit as a consequence of his instruction. Careful observation of classroom performance and meticulous construction

of class quizzes and examinations according to an appropriate table of specifications will produce more reliable bases for assigning the mark.

The teaching staff may wish to consider use of a marking model such as that provided by Ebel.[2] His system is a relative system of marking which makes provision for different distributions of marks in classes having different levels of average scholastic aptitude or grade point averages. He divides the score scale unit (A, B, C, D, and F) into equal intervals as an alternative to strict marking on the curve. He suggests what the upper limit of the A category should be. Once this is determined, the limits of the other mark intervals are found. He recommends the use of a point system which would summarize all information collected about the pupil for the course.

Each school staff should attempt to systematize the method of assigning marks so as to establish greater uniformity among teachers in marking practices and therefore in the meaning of marks in honors programs. Teachers must analyze their distributions of marks in terms of the reliability or consistency of their marking model as well as the validity of their model for the pupils in question. In-service opportunities should be provided so that teachers may re-evaluate course objectives, procedures, and the public relations of the marking systems in use. Pupil success is dependent upon teacher expectancy about how pupils are to perform and upon teacher conceptualization of what learning outcomes are desirable for Major Work-Honors-Advanced Placement programs.

III. TEACHING FOR PRODUCTIVE THINKING

Certainly within the dimensions of the teaching staff's evaluation of the behaviors which pupils should exhibit because of the Major Work-Honors-Advanced Placement Instructional Program in the Cleveland schools must be concern for teaching for productive thinking. Educators have been less skilled in discriminating the highly creative pupil from the very conforming, bright child with a high score on a scholastic aptitude test. Teachers usually prefer the high I.Q.-P.L.R. pupil as the more desirable student rather than the one who is original, independent, revolutionary, and given to risk-taking. Six principles have been described by White which have been used in training teachers to teach for productive thinking. These teaching behaviors include:

1. Treat questions with respect.
2. Treat imaginative, unusual ideas with respect.
3. Show pupils that their ideas have value.
4. Give opportunities for practice or experimentation without evaluation.

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[2]See Ebel, pages 426-435.

5. Encourage and evaluate self-initiated learning.

6. Tie in evaluation with causes and consequences.[3]

White also describes one of the most useful techniques for improving the quantity of ideas, which he labels "deferred judgment" or "brainstorming" technique. Four ideas are involved in brainstorming which could provide guidelines for class brainstorming sessions:

1. criticism is ruled out;

2. free-wheeling is welcome;

3. quantity is wanted (the greater the number of ideas, the more likelihood of their being useful);

4. combination and improvement of ideas are sought; (pupils should be challenged to suggest how ideas can be joined to form still another idea).[4]

Research has demonstrated that the quality of questioning employed by the instructional staff appears to be highly related to the creative functioning of pupils.

IV. RECOMMENDATIONS

1. Selection criteria should be related to behaviors that are to result from an Honors program.

2. A pilot follow-up study has been implemented by the Division of Research and Development to determine the relationship between the criteria used and subsequent success in the Honors programs. It suggests that the average mark obtained in junior high school is a strong indicator of future success in high school courses in English, math and science. This is not as true for foreign language or social studies. The data shows the earlier a pupil enters the Major Work program the greater his chances of success.

3. New identification procedures should be explored. Such procedures might include:

   - weighting procedure for present criteria
   - work portfolios to be evaluated by faculty committee at each Honors center
   - in-basket projects (pupil would have to complete project replicating work to be expected in Honors program before placement in program)

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[3] William F. White, Psychosocial Principles Applied to Classroom Teaching, New York: McGraw-Hill, Inc., 1969, p. 137.

[4] White, p. 136.

- essay project (pupil would have to complete written sample which would be evaluated by designated staff).

4. There is a need to explore the specifying of pupil behaviors which should result from participation in the Honors programs.

   Possible models for program objectives might be found in Bloom's Taxonomy of Educational Objectives and Guilford's structure of intellect.

5. In-service in the area of contemporary learning-teaching process and educational technology seems appropriate for teachers in Honors program.

6. Teacher expectancy and the perception of teachers about creativity and originality appear critical factors in assessment procedures.

7. Consultant groups such as Educational Testing Service might be of service to this committee in developing behavioral objectives and accompanying assessment procedures for Cleveland's program.

V. ON-GOING EVALUATION

1. The Major Work, Honors and Advanced Placement programs should be evaluated continually by each school.

2. The Honors program should be evaluated periodically by the Honors Program Committee.

3. Principals and supervisors should direct requests for changes in the program to the Honors Program Committee.

VI. FOLLOW-UP STUDY

The Division of Research and Development will be requested to conduct surveys to:

1. Assess the academic success (college point average) of graduates by contacting college registrars.

2. Determine what the graduates of the Major Work, Honors and/or Advanced Placement programs feel are the strengths and weaknesses of the program.

The purpose of these surveys will be to strengthen the programs.